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ABSTRACT

Three papers presented at a teacher education leadership conference on the development of common core curriculum for vocational teacher education are contained in this booklet. The title and authors are as follow: "Teaching Intensive and Cooperative Office Education," by Richard Horn and Nelson Madden; "A Proposed Course for Adult Education in COE," by Robert Scarborough, III, and Cynthia Sefton; and "Work Experience as a Component to Business and Office Education Curriculum," by Anthony Olinzock and Otto Santos, Jr. Each paper generally addresses six primary points of emphasis: (1) need for the proposed course, (2) objectives, (3) content, (4) instructional strategies, (5) evaluation, both formative and summative, and (6) related resources. (JH)

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Topic Analysis for Vocational Teacher Education

Business and Office Education

CE 022 296

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NATIONAL INSTITUTE OF EDUCATION

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Columbus OH 43212

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Madison OH 44057

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2678 E. Ridgewood Circle
Zanesville OH 43701

Walter A. Burks, Jr.
3964 E. 147th Street
Cleveland OH 44128

Rev. Thaddeus Garrett, Jr.
879 Winton Avenue
Akron OH 44320

Susan D. George
4554 Farringdon Rd. N.W.
Canton OH 44708

Richard C. Glowacki
309 N. Reynolds Road
Toledo OH 43615

Robert Grosser
19734 Prospect Road
Strongsville OH 44136

William M. Judd
7643 Forest Road
Cincinnati OH 45230

Thomas A. Kelty
1853 Lemont
Poland OH 44514

Robert A. Lyons, Sr.
1123 Tiptop Avenue
Dayton OH 45410

Roy D. McKinley
1949 Melbourne Road
Coshocton OH 43812

John R. Meckstroth
2414 Kroger Bldg.
Cincinnati OH 45202

Ward M. Miller
Beechwood Heights
Portsmount OH 45662

Anthony J. Russo
6059 Ridgebury Blvd.
Mayfield Village OH 44124

Ruth S. Schildhouse
322 S. Harding Road
Columbus OH 43209

Wayne E. Shaffer
117 West Maple Street
Bryan OH 43506

Cecil M. Sims
404 Broadway
Piqua OH 45356

Nancy T. Turner
1915 Willowdale Avenue
Cleveland OH 44109

Robert W. Walker
Box 535
Adena OH 43901

Robert E. Williams
2666 Cevennes Terrace
Xenia OH 45385

Administration

Dr. Franklin B. Walter
Superintendent of Public Instruction
Ohio Department of Education

Dr. Byrl R. Shoemaker
Director of Division of Vocational Education
Ohio Department of Education

Foreword

In recent years, extensive efforts have been exerted from a state vocational education perspec : to impact upon the professional staff development of state leadership and local program personnel. Teacher education has been involved in these staff development activities, but formalized efforts which have implication for statewide pre-service and baccalaureate vocational education professional personnel development programs have been limited.

During recent years there have been sweeping institutional reforms for the professional preparation of teachers in Ohio, adopted by the State Board of Education. The resultant institutional restructuring to meet these standards, has replaced the traditional approach of adding or deleting courses for certification as a means of preparing teachers, and are designed to prepare teachers who will possess sound professional knowledge of the learning process, have competencies in the clinical use of sophisticated diagnostic instruments, and posses the ability to work effectively with youth from various social, economic and racial environments.

The primary purpose of the teacher educator conference was to "enhance the effectiveness of vocational education professional personnel development program through the bringing about of an awareness and understanding of teacher education standards and their implication for program redesign, and the review of common core curricula and program criteria for vocational education personnel development." This expressed purpose was met through the combined efforts of many teachers educators and other state staff who designed the program. Special acknowledgement is extended to the teacher educators who prepared, presented, and revised the professional papers which focused on common core curricula for vocational education. During the two and one half day conference, eighty-five teachers educators from various universities across Ohio had the opportunity to react to and critique the written presentations. Each paper addressed six primary points of emphases: (1) Need for the proposed course, (2) Objectives, (3) Content, (4) Instructional Strategies, (5) Evaluation, both formative and summative, and(6) Related resources.

This publication is a product, of the teacher education conference. We are indebted to the various publication authors and to the conference participants for their professional counsel and written critique of the various topical analyses. The concepts and ideas contained in these papers are the sole responsibilities of the authors and are to serve as a basis for discussion and further development.

Byrl R. Shoemaker
Executive Director,
Vocational and Career Education
and School Food Service,
Ohio Department of Education

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Topic Analysis for Vocational Teacher Education

TEACHING INTENSIVE AND COOPERATIVE OFFICE EDUCATION

Prepared by
Richard G. Horn
and
Nelson D. Madden
BOE Teacher Educators
College of Education
Kent State University

Ohio Department of Education
Division of Vocational Education
Columbus, Ohio 43215

September, 1978

Authors

MR. NELSON MADDEN is a Vocational Teacher Educator in Business and Office Education at Kent State University. He is a former high school Business and Office Education supervisor and instructor. He received M.Ed. degree from Kent State University and the B.S. degree in Education from Ashland College. His professional affiliations include membership in the Ohio Educational Association, Ohio Vocational Association, American Vocational Association and Phi Delta Kappa.

MR. RICHARD G. HORN is Assistant Professor of Business Office Education in the Department of Vocational Education at Kent State University. He is a former high school Cooperative Office Coordinator and Business Education teacher. He received the M.Ed. degree and the B.S. degree from Kent State University. His professional affiliations include membership in the Ohio Vocational Association, American Vocational Association, National Business Education Association, Ohio Business Teachers Association, National Association Teacher Education Business and Office Education, Phi Delta Kappa, Kappa Delta Pi and Delta Sigma Pi.

TEACHING INTENSIVE AND COOPERATIVE OFFICE EDUCATION

NEED FOR THE COURSE

In Ohio, many high school students and adults are being prepared for office occupation positions in the business world through two Vocational Business and Office Education (VBOE) educational processes—the INTENSIVE OFFICE EDUCATION (IOE) and/or COOPERATIVE OFFICE EDUCATION (COE) programs. The product of these programs is a competent office worker. Therefore, all VBOE teachers should have a broad understanding of the organization and operation of the IOE and COE programs. These teachers should be prepared with knowledge and competencies to teach in both the IOE and COE programs. Also, this knowledge would provide experienced IOE and COE teachers with a basic background to pursue certification for vocational supervisory and administrative positions.

IOE and COE teachers need a basic understanding and knowledge—an overview—of the total field of Vocational Business & Office Education. The knowledge necessary for organizing and teaching in the IOE and COE programs contains many common components. Many IOE teachers are involved with the process of early placement. The teaching techniques needed for Early Placement are similar to those techniques utilized in the COE program. A vocational student organization, such as the Office Education Association, is an integral part of the IOE/COE program curricula. Both programs should utilize advisory committes as well as maintain effective public relations activities. The student enrollment process should be similar in both programs. The students enrolled are those that need the instruction, want the instruction, and will benefit from the instruction. These above topics are just a few of the topics that are common and necessary for both IOE/COE teachers.

Prospective teachers in a VBOE teacher education undergraduate program normally do not know for certain as to whether they will be teaching in an IOE and COE program after graduation. Therefore, it is imperative to provide each undergraduate student with a broad concept and general understanding of the importance and function of each component of IOE and COE. All collegial institutions that are approved by the state for VBOE teacher preparation should teach the common core topics that are necessary for IOE and COE teachers in their undergraduate teacher education program. Usually, this would be scheduled during the latter part of the student's junior year. As a teacher on the job, this firm foundation will allow the flexibility and creativity needed for teaching a successful IOE/COE program.

The purpose of this paper is to present the current concepts of the qualifying knowledge that is needed for preparing future VBOE teachers.

The writers have discovered through the years that there appears to be a duplication of presenting the same topics to the same students through separate IOE and COE qualifying courses during the students' collegial program. The writers have reviewed and analyzed the current IOE and COE course outlines that were developed previously by all Ohio Vocational BOE teacher educators in 1974. Portions of these outlines have been combined to form a new topical outline that appears in this paper. Therefore, we are recommending to the Ohio Vocational BOE teacher educators to consider the establishment of one course, such as TICOE, TEACHING INTENSIVE AND COOPERATIVE OFFICE EDUCATION, at their respective institutions, to provide future VBOE teachers the organization and operation of the IOE and COE programs. This course would become the qualifying "overview" course to teach the VBOE programs.

The writers believe that it requires more than a single qualifying course to produce a competent Vocational Business and Office Education instructor. We, therefore, recommend that additional courses, such as, Methods in Vocational BOE and Content in Vocational BOE, be required for all undergraduate students in VBOE teacher education as well as a student teaching experience in an IOE or COE program. The Methods course would incorporate more specific instruction on such topics as individual and group instruction; laboratory and related class management; integration and simulation; lesson planning, and evaluation procedures. The Content course would emphasize primarily the specifics in the preparation of a Course of Study for a Vocational BOE program. In addition, Coordination Techniques course could also be available to provide the student with the latest and most workable ideas needed to teach an effective COE program. The TICOE course would be a prerequisite to the Methods, Content, and Coordination courses.

PERFORMANCE OBJECTIVES

The TICOE Course Outline suggests ten major units of content consisting of numerous sub topics. The following performance objectives represent the ten major units only and indicate the competencies student will have after completing the course. this thought parallels the "Broad Perfomance Objectives" based upon the "DUTIES" requirement in the Course of Study for other vocational programs. Although it is not the purpose of this paper to illustrate performance objectives for the sub topics, it will be necessary eventually to write the more specific objectives for the complete course.

A. Students will demonstrate an understanding of the organization and function of vocational education with emphasis on the Business and Office Education Service area through classroom discussion and satisfactory completion of written tests.

B. Students will show a desire to develop the personal qualities, characteristics, understandings and responsibilities of an effective Business and Office Education instructor.

C. Given an outline of the components of a course of study and reference materials, students will prepare a course outline and complete a working copy of laboratory and related instructional systems.

D. Students will prepare a neat, organized handbook of the selection, preparation, and organization of instructional materials for the Business and Office Education programs.

E. The student will demonstrate an understanding of the organization and operation of each BOE program, the classroom organization, management, and extended time, as well as the need for accurate records though oral and written presentations.

F. Through formal and informal discussion with the instructor and other classmates, students will broaden their knowledge and experience on topics related to student selection, evaluation, special needs, placement and follow-up procedures by preparing a profile of a student.

G. To reveal an understanding of the effective use of advisory committees, each student will participate in projects related to the purpose, organization and operation of advisory committees in Business and Office Education.

H. For an effective youth program in BOE, students will identify the basic principles upon which quality vocational student organizations are organized and operated.

I. Students will list the characteristics of a workable public relations program for the Business and Office Education program.

J. Given a flow chart illustrating the six steps of building a training plan, students will explain in their own words, the purpose of each step and complete a sample training plan.

K. Given several case studies regarding training station activities, students will write a clear, concise and logical explanation that would correct or eliminate the situation described.

SUGGESTED TOPICAL OUTLINE FOR TICOE

The following topical outlines suggests the minimum topics that should be presented to all future Vocational BOE teachers in order to be qualified for teaching in the IOE/COE programs. The suggested amount of class time spent for each major unit should be adjusted according to the total number of class hours available for the course.

Major Units of Content	Suggested Class Hours (Semester)	(Quarter)
A. Introduction to Business & Office Education	6	4
B. Teacher Requirements	4	3
C. Curriculum and Instruction	6	4
D. Program Management	5	3
E. The Student	5	3
F. Advisory Committee	4	2
G. Vocational Student Organization	6	3
H. Public Relations	4	2
I. Training Plan System	4	3
J. Training Station	4	3
Total Hours	48	30

The subsequent pages list a further outline of topics under each of the above major units of content.

A. INTRODUCTION TO BUSINESS & OFFICE EDUCATION

1. Description of Programs
2. Philosophy of Business & Office Education
3. History of Business & Office Education
4. Ohio VOED and BOE Organization
5. Planning and Organizing BOE programs
6. Elements of Cooperative Education
7. Work v. In-School Experience
8. Adult Business & Office Education
9. Career Development Continuum
10. BOE Publications
11. Sex Equity
12. Futurism in Vocational BOE

B. TEACHER REQUIREMENTS

1. Ohio BOE Pre-and In-Service Education
2. Personal Qualities and Characteristics
3. Responsibilities
4. Extended Service
5. Professionalism

C. CURRICULUM AND INSTRUCTION

1. Taxonomy
2. Instructional System Design — Course of Study
3. Lab Activities (methods & materials) — Integration & Simulation
4. Related Instruction (methods & materials)
5. Program Structure
6. Individualized Instruction
7. Facilities and Equipment

D. PROGRAM MANAGEMENT

1. Classroom Organization
   a. Safety
   b. Equipment & Materials Maintenance & Inventory
   c. Housekeeping
   d. Time Management
2. Student Conferences
3. Extended Time
   a. Home Visitations
   b. Training Plan Development
   c. Student Placement
   d. Curriculum Improvement
   e. Training Station Contacts
4. Attendance and Discipline
5. State Department Reports
6. PRIDE — LEAP
7. Coordination Activities
8. Early Placement

E. THE STUDENT

1. Student Placement
3. Evaluation
4. Follow-Up Reports
5. Special Needs (disadvantaged and handicapped)
6. Transportation

F. ADVISORY COMMITTEE

1. Purpose
2. Organization
3. Operation
4. Appreciation

G. VOCATIONAL STUDENT ORGANIZATION

1. Purpose
2. Structure (local, regional, state, national)

3. History of VSO
4. Student Involvement
   a. Officers
   b. Committees
5. Meetings with Parliamentary Procedures
6. Fund Raising
7. Banquet Procedures
8. Service Projects
9. Cultural and Social Development

H. PUBLIC RELATIONS

1. Purpose
2. Activities within the School
3. Activities with Parents and Community
4. Activities with Employers

I. TRAINING PLAN SYSTEM

1. Purpose
2. Procedures
3. Correlation of Instruction
4. Student Evaluation

J. TRAINING STATION

1. Selection
2. Student Placement
3. Responsibilities
4. Employment Laws and Regulations
5. Evaluation of Training Station
6. Compensation for Student

INSTRUCTIONAL STRATEGIES

Since it is not possible to determine, at this point in the college students' career development, the exact program they will be teaching after graduation, it is important that each student develop a basic understanding of the concepts presented. These solid concepts then provide the framework that a teacher would build upon through their own initiative, creativity, and interest in a specific program that only reality provides.

Therefore, this course will be organized so that the topics listed on the course outline will be presented in a logical sequence with emphasis on the mastery of concepts. The *instructor's* methods for presenting the topics of the courses are:

A. Lecture and class discussion
B. Individual and group assignments
C. Demonstrations
D. Guest lecturers

E. Rotation plan for total student responsibilities
F. Media
G. Field trips

The exact method of presentation would be shown on the teacher educator's lesson plan.

The *students* will be organized for actual practice through a variety of activities according to the topic being presented. Suggested strategies to be used are:

A. Individual activities
B. Individual students working within groups
C. Students will be assigned to teams
D. Relevant outside readings
E. Visits to IOE and COE programs and instructor interviews
F. Role playing
G. Bulletin board displays
H. Slide-tape presentations
I. Participate in Collegiate OEA chapter affairs throughout the school year for first-hand experience

The exact method for practice will vary with the students enrolled.

EVALUATION STRATEGIES

Formative evaluations are made from written quizzes, tests, through observations, and oral questions. Specific evaluations are based upon the performance objectives listed for each topic as shown on the course outline and on the daily lesson plan.

A summative evaluation will be made on the acceptable performance of the performance objectives for each of the competencies as determined by the instructor. A further summative evaluation is provided by the notebook of material compiled. A final summative evaluation for the course is provided by a follow-up study of graduates employed as Business and Office Education instructors.

RESOURCES FOR TICOE

"A Program for Accounting and Related Occupations" BOE Bulletin 5. Columbus: Ohio State Department of Education, 1975.

"A Program for General Clerical Occupations" BOE Bulletin 8. Columbus: Ohio State Department of Education, 1971.

"A Program for Stenographic and Related Occupations" BOE Bulletin 9. Columbus: Ohio State Department of Education, 1973.

BCE Manual of Operations. Columbus: Ohio State Department of Education, 1977.

Cooperative Office Education. BOE Bulletin 1. Columbus: Ohio State Department of Education, Revised Copy, 1978.

"Cooperative Office Education Training Plan System" Columbus: Ohio State Department of Education, 1976.

Denovchek, Josephine and Gretchen Saunders. *Course of Study for General Office Clerk*. Columbus: Ohio State Department of Education, 1977.

Harms, Harm, B.W. Stehr and Edward Harris. *Methods of Teaching Business and Distributive Education*. Cincinnati: South-Western Publishing Co., 1972 (Chapters 9-10-11)

Lasher, Willard K. *The Banquet Chairman's Manual*. Chicago: American Technical Society, 1962.

Mason, Ralph and Peter Haines. *Cooperative Occupational Education and Work Experience in the Curriculum*. Danville: Interstate Printers, 1972.

Meyer, Warren, Lucy Crawford and Mary Klaurens. *Coordination in Cooperative Vocational Education*. Columbus: Charles E. Merrill Publishing Co., 1975.

Mitchell, E. F. *Cooperative Vocational Education*. Boston: Allyn I Bacon, Inc., 1977.

Nolte, Ida J. *Parliamentary Law Skit*. Columbus: Ohio State Department of Education, 1977.

"Occupational Analyses" Business & Office Occupations. Columbus: Ohio State Department of Education, 1977.

Ohio Office Education Association Club Handbook. Columbus: Ohio State Department of Education, 1971 (and other OEA related materials)

"On the Effective Use of Advisory Committees." BOE Bulletin 20. Columbus: Ohio State Department of Education, 1975.

PRIDE Procedure Guide. Columbus: Ohio State Department of Education, 1976.

Shoemaker, Byrl R. *An Instructional System Design for Vocational Education*. Columbus: Instructional Materials Lab, Ohio State University, 1976.

Stewart, Wilbur F. *Helps in Mastering Parliamentary Procedure*. Zanesville: G. A. Biery, Inc. 1976.

Other Resources:

Various articles on block lab instruction, coordination, and related activities on Vocational BOE from various periodicals and books.

Various handouts prepared by BOE Teacher Educators.

Topic Analysis for Vocational
Teacher Education

A PROPOSED COURSE FOR ADULT EDUCATION IN BOE

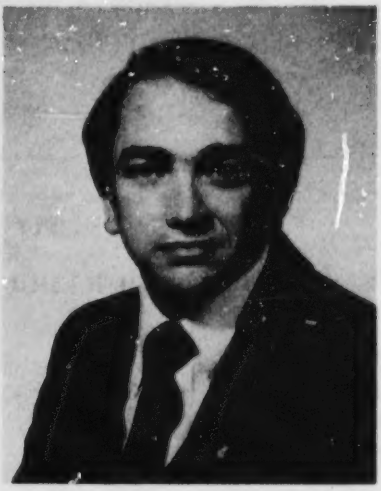
Prepared by
Robert E. Scarborough, III
and
Cynthia D. Sefton
Teacher Educators
College of Education
University of Cincinnati

Ohio Department of Education
Division of Vocational Education
Columbus, Ohio 43215

September, 1978

Authors

MS. CINDY SEFTON is a Vocational Teacher Educator in Business and Office Education at the University of Cincinnati. Formerly she was a State Staff member of the Division of Vocational Education, Ohio Department of Education. She received the B.S. degree and M. Ed. degree from the University of Cincinnati. Her professional affiliations include membership in The Ohio Vocational Association, The American Vocational Association, The National Business Education Association, The Ohio Business Teachers Association and The National Association of Teacher Education For Business and Office Education.



MR. ROBERT SCARBOROUGH is a Vocational Teacher Educator in Business and Office Education at the University of Cincinnati. He is a former high school DATA Processing IOE Instructor and also has held employment as Production Control Coordinator and Utility Forman with Ford Motor Company. His professional affiliations include membership in The Ohio Vocational Association, The American Vocational Association, Delta Pi Epsilon and Phi Delta Kappa.

A PROPOSED COURSE FOR ADULT EDUCATION IN BOE

NEED FOR COURSE

Andragogy is the process of teaching adults. With the expanding adult population and the increasing percentage of adults entering educational training programs and courses, an awareness of the differences between the adult and child learner becomes essential.

Technological changes in the United States during the present century have, more than ever, caused vast numbers of adults to seek educational opportunities that offer training, retraining, and upgrading to meet job competency requirements. Statistics show that the average worker will face two to five employment changes during his working life. Affirmative action programs, mainstreaming legislation, and emerging sex equity practices have led both men and women to seek employment in untried, nontraditional roles. Since World War II, our spiraling cost index has forced two, and sometimes more, members of a family to enter the labor force. Additionally, industries cite a growing number of adults electing to retire later or choosing a new vocation after the initial retirement, which is illustrative of the concept that learning is a lifelong process. In fact, most adults undertake at least one or two major learning efforts a year.

The importance educators attribute to adult teacher training is inherent in their willingness to accept that adults learn differently than children. Understanding that the adult learner pursues education voluntarily is the "sine qua non" of good adult teaching. Appreciating that adults strive for more self-direction, have a different readiness to learn, and operate within a different time perspective enables an adult educator to successfully apply those basic andragogical theories that deviate from traditional pedgogy. Other significant characteristics of adult learners as compared with children are highlighted by the National Association for Public Adult Education.

—Adults are more realistic.
—Adults have had more experience.
—Adults have needs which are more concrete and immediate.
—Adults do not comprise a captive audience.
—Adults are used to being treated as mature persons.
—Adults enjoy having their talents and information made use of in a teaching situation.
—Adult groups are likely to be more heterogeneous.
—Adults through their fifties, and sometimes well beyond, can learn as well.
—Adults attend classes often with a mixed set of motives.
—Adults are sometimes fatigued when they attend classes.

INSTRUCTIONAL OBJECTIVES

The objectives described below indicate typical terminal performances expected of each student in the BOE teacher-training program.

1. Though active class participation and a minimum 70% achievement on a written final examination, the student at the end of the course will be able to demonstrate the following:
   - —awareness of the need for adult education.
   - —knowledge of the differences between andragogical and pedagogical theories.
   - —ability to define adult education.
   - —understanding of the importance of acting as a career resource person.
   - —familiarity with job opportunities for adult educators.
   - —recognition of the teacher's role in planning and promoting adult business education.
   - —ability to identify the major characteristics and problems of adult learners.
   - —appreciation of adult education as a satisfying, full-time career in the profession.
   - —knowledge of and appreciation for the functions of support personnel.
2. Given a case study and background from teacher presentations, reading, field trips, films, and speakers, the student will be able to create an individualized learning module for adults that includes an assessment of the learner's needs, a prescription of the learner's objectives, appropriate instructional strategies, resource information, and evaluation procedures.
3. By surveying local adult training institutions and from other background information, the student will be able to analyze adult programs and share ideas on at least one of the following topics: innovative programs/courses in BOE adult education, improvements in adult BOE curriculum and course offerings, or bettering program/course operation.

TOPICAL OUTLINE

The outline that follows details the scope and sequence of a proposed course in adult business education. It is not all-inclusive. Topics such as history and philosophy of adult education or principles of adult learning must necessarily receive in-depth coverage in other specialty courses.

No attempt has been made to group and schedule the following content because of varying program structures at each university. However, a

significant amount of time should be apportioned to curriculum design techniques, teaching methods, and resource materials appropriate for adult learners.

I. Need for adult education
   A. Percentage of adult unemployed, underemployed, and employed
   B. Adults seeking training, retraining, and upgrading
   C. Adults desiring new skills and knowledges for personal use
   D. Maximizing use of school facilities
   E. Serving and involving community

II. Definition of adult education
   A. Out-of-school youth and adults
   B. Ages of learners
   C. Kinds of learners
   D. Self-directed and creative
   E. Teacher as facilitator

III. Legislation and funding affecting adult education
   A. Vocational Education Act and Amendments
   B. Comprehensive Employment Training Act (CETA)
   C. Title XX of the Social Security Act
   D. Basic Education Opportunity Grant (BEOG)
   E. Work Incentive (WIN)

IV. Types of adult education programs
   A. Preparatory
      1. Full-time in-school (60,70,7A)
      2. Full-time cooperative (68,78,7J)
      3. Part-time in-school (61,62,71,72,7B,7C)
      4. In-school and co-op combination (68,78,7J)
      5. Slot-in, slot-out (60,70, 7A)
   B. Supplemental courses
   C. CETA programs
   D. OIC (Opportunities Industrialization Centers)
   E. ABE (Adult Basic Education)
   F. Personal use
   G. Community courses and programs

V. Andragogical vs. pedagogical theories
   A. Self-concept
   B. Experience
   C. Readiness
   D. Orientation

VI. Characteristics of all adult learners

A. More rigid
B. Longer time needed to perform learning tasks
C. More impatient
D. More physical limitations
E. More suffering from success deprivation
F. Less willing to adopt new ways
G. Greater responsibilities competing for time
H. More life experiences
I. Greater reservations about returning to school

VII. Problems of adult learners

A. Motivation
   1. Informal, amicable style
   2. Problem-centered approach
   3. Action-oriented activities
   4. Physical environment
   5. Non-competitive atmosphere
B. Attendance
C. Diverse backgrounds

VIII. Designing BOE curriculum for adult learners

A. Assess learners' background
   1. Interview
   2. Observation
   3. Pre-test
B. Formulate learner-centered objectives
C. Select instructional strategies
   1. Individualization
      a. Integrated learning projects (packets)
      b. Programmed materials and media
      c. Contracts
      d. Modules
   2. Small groups
      a. Demonstration
      b. Brainstorming
      c. Case studies
      d. Research
   3. Larger groups
      a. Simulation
      b. Discussion
      c. Questioning
      d. Role playing
      e. Lecture
      f. Field trips

D. Plan student activities
E. Choose resources
F. Write formative and summative evaluation strategies
   1. Avoid educational curves
   2. Foster noncompetitive experiences
   3. Give immeduate feedback and reinforcement
   4. Promote self-evaluation

IX. Career counseling for adults

A. Business and industry standards
B. Standard employment examinations
C. Assessment center procedures and testing
   1. Weschler Adult Intelligence Scale
   2. California Test of Mental Maturity
   3. General Aptitude Test Battery
   4. Iowa and Gates Reading Tests
   5. Kuder Interest Inventory
   6. FAS-verbal and FAS-numerical tests
   7. Testing for the disadvantaged
D. Federal, state, and local support agencies
E. Sources of adult education

X. Role of support personnel for adult education
A. Supervisors
B. Administrators
C. Job placement coordinators
D. Agencies
E. Professional associations

XI. Planning and promoting adult business education

A. Secure leadership personnel
B. Utilize a full-time thrust
C. Obtain data on employment arena
   1. Unemployment figures
   2. Business and government needs
   3. Critical job areas shortages
   4. Obsolete retraining areas
D. Activate advisory committee
E. Determine needs
F. Plan promotion campaign
G. Publicize
H. Evaluation

XII. Instructor qualifications

A. Mandates for specific program types
B. Successful personal qualities

XIII. Job opportunities for adult educators

A. Secondary schools
B. Vocational schools
C. Technical schools
D. Community colleges
E. Universities
F. Business and industrial training programs
G. Community programs
H. Penal institutions
I. Social agencies

INSTRUCTIONAL STRATEGIES

The modes and activities that a teacher of a course in adult teacher training chooses should exemplify, in particular, those model strategies that prospective adult educators would hope to eventually employ. Below is a sampling of the many feasible methods that could be used throughout the course.

—Lecture presentations could be used to disseminate critical information and highlight text references.

—Discussions satisfy the adults' need for self-expression. For example, each student might share ideas of how previous personal involvements with adults have contributed to a current awareness of adult learning styles.

—Directed discovery would be used as field trips are set up. Local adult training institutions are an excellent source for obtaining insight into operational procedures funding sources, and actual teaching practices.

—Case studies facilitate discussions or elicit written responses. given real or hypothetical situations, the student could demonstrate satisfactory ability to diagnose a learner's needs, interests, and abilities in order to set up an individualized learning program.

—Brainstorming can be used to establish the momentum of the class as students are asked to formulate their own goals and objectives for the course.

—Research projects foster self-direction, the ultimate goal of all adults. Students seeking teaching resources or gathering information about possible innovations and improvements in the field of adult education are possible choices to meet this end.

—The problem-solving method motivates the learner to greater achievements. Since adults like resolving things for themselves, class members should be challenged to find ways to motivate their future adult learners.

—The project method fulfills the need that adults have for action-oriented acitivities and involves them in all levels of cognitive and

affective domains, especially when guidelines are flexible enough to allow them to work in their own special interest areas. Designing invidualized instructional modules give the students keen insight into curriculum that must be especially constructed for adults.

The teacher of adults who accepts the role as a facilitator of learning actively searches for outside resources to enhance the overall affectiveness of this adult education course. Speakers from major employing firms in the area and from the Ohio Bureau of Employment Services could contribute handsomely. Communication barriers are eminent and the film, "What You Are Is Where You Were When," merits a class showing. One or both of the Malcolm Knowles' books are recommended as required texts.

EVALUATION STRATEGIES

Formative evaluation strategies will include, most importantly, active class participation through discussions, case studies, brainstorming activities, etc. the survey of adult training institutions conducted early in the course by each student will demonstrate the learner's ability to research and analyze and will also serve to provide background information upon which other course experiences will be based. The creation of individualized learning modules, later in the course, will exhibit the student's grasp of good curriculum design techniques and place heavy emphasis on the need to individualize the teaching and learning process.

A written examination will be administered as the summative form of evaluation. The nature of the exam will be all-encompassing and reflect the learners' cognitive and affective achievement at the end of the course.

The final grade will be determined by the percentage value of each of the various course components.

Class participation	15%
Survey	15%
Learning module	40%
Final exam	30%
	100%

CONCERNS ABOUT IN-SERVICE ADULT EDUCATION IN BOE

For the degreed business teacher who is currently a practicing adult educator, a capstone course such as this is highly recommended. A preferable off-campus location would result in higher attendance and enable the instructor to present content using a modular approach that satisfies individual needs.

An alternative to a structured course would be providing workshops, clinics, and seminars, generally one day in length. Topics could center around the immediate concerns of adult teachers who desire this means as a valuable up-grading vehicle.

For the non-degreed or non-education degreed business teacher with a skilled background, the urgency for an extensive range of courses on in-service workshops is obvious. The scope of sequence of a suggested pattern of teacher education services is delineated in the next section. In-service of this nature could constitute course credit and be applicable to a degree program at a university.

Adult education represents future growth and, thus, a challenge in business and office education. Certainly, it will have a major impact on all vocational education as linkages with CETA effect an even greater influx of adult training needs. Teacher education institutions must insure, the, pre-service and in-service students adequate preparation in this intensifying field.

A PROPOSED PROGRAM OF ADULT VOCATIONAL TEACHER EDUCATION SERVICES

The primary objective of this proposed adult vocational teacher education program is to provide vital teacher education services that will insure teaching success for those adult instructors who enter the teaching field without a degree or any educational background. Survival, particularly in the first year, mandates an understanding of program organization, teaching methods and materials, classroom management, and curriculum development. In addition, the beginning teacher's ability to cope with these unfamilar aspects of teaching must be interwoven with an a eness of the psychology of learning and the adult learner's unique nee

Secondly, assistance is available through this program of teacher education services to those adult educators pursuing a professional growth pattern leading to a degree or to full certification in one or more teaching areas.

The following three-year plan is imperative if qualified adult instructors are deemed essential. The combination workshop/modular approach moves a skilled candidate through a specific route to become a competent adult educator. In particular, the proposal is designed to evaluate the specific teaching situation of each instructor so that individualized experiences might aptly benefit each participant throughout these three years of professional development.

First Year of Three-Year Plan

I. Pre-service workshop (Two weeks)

   A. Introduction to adult education
      1. Uniqueness of adult education
      2. Types of adult learners
      3. Understanding the adult learner
      4. Motivating the adult learner

B. Laboratory and related instruction
   1. Need for course outline and course of study
   2. Characteristics of a good lesson
   3. Teaching methods and techniques

C. Lesson Plans
   1. Laboratory
      a. Compose lesson plans
      b. Present lesson plans (minimum 5 each)
      c. Evaluation lesson presentation
   2. Related lesson plans
      a. Compose lesson plans
      b. Present lesson plans
      c. Evaluate lesson presentation

D. Safety practices

II. In-service program (Modules)

A. Selection and organization of program content (Module AV-1)
   1. Learner requisites (ABE)
   2. Use of occupational analysis
   3. Development of course outline (scope and sequences)
   4. Collect and classify instructional materials and resources
   5. create and construct teaching aids
   6. Correlate lab and related instruction

B. Preparing and using lesson plans (Module AV-2)
   1. Characteristics of a good lesson
   2. Need for a plan
   3. Components of a good plan
   4. Special lab and related formats
   5. Writing behavioral objectives
   6. Evaluating lesson plan and student accomplishments

C. Teaching methods and techniques (Module AV-3)
   1. Overview of teaching strategies
   2. Identifying effective laboratory and related techiques and methods
   3. Utilizing questioning techniques
   4. Conducting effective demonstrations
   5. Developing psychomotor skills

D. Classroom and laboratory management (Module AV-4)
   1. Role of the teacher
   2. Laboratory environment
   3. Classroom arrangement
   4. Special laboratory and related procedures
   5. Interpersonal relationships
   6. Selection of training stations

Second Year of Three-Year Plan

I. Follow-up workshop (One week)

   A. Leadership and communication skills for effetive teaching
   B. Psychology of learning
      1. Principles of learning
      2. Characteristics of all adult learners
      3. Learning problems of undereducated adults
   C. Audio-visual aids
      1. Use and preparation of audio-visual materials
      2. Teacher presentations
      3. Feedback on presentations

II. In-service program

   A. Improving teaching practices and evaluating techniques (Module AV-5)
      1. Recognizing students with special needs
      2. Providing for individual differences in student learning abilities
      3. Methods of evaluating and recording the adult learner's progress
      4. Standardized testing
      5. Developing and using objective tests
   B. Providing career guidance (Module AV-6)
      1. Use of counseling techniques
      2. Identifying career resource personnel
      3. Securing employment information
   C. Shop and laboratory design and layout (Module AV-7)
      1. Factors and principles of facility design
      2. Shop design and layout
      3. Related classroom design and layout

Third Year of Three-Year Plan

The third year of this in-service program is devoted to curriculum development. Each adult instructor is responsible for writing an approved course of study. Special guidance through a participating university is recommended. Upon satisfactory completion of this three-year teacher education in-service program, the adult instructor would become eligible for the Ohio four-year provisional vocational education teaching certificate.

SUGGESTED RESOURCES

Textbooks

1. Axford, R.W. *Adult Education: The Open Door*. Scranton, Penn.: International Textbook Co., 1969.
2. Dunn, Kenneth and Dunn, Rita. *Teaching Students Through Their Individual Learning Styles: A practical approach*. Reston, Va.: Reston Publishing Company, Inc., 1978.
3. Kidd, J.R. *How Adults Learn*. New York: Associated Press, 1959.
4. Klevins, Chester. *Materials and Methods in Adult Education*. Canoga Park, CA: Klevens Publications, Inc., 1972.
5. Knowles, Malcolm S. *The Adult Learner: A Neglected Species*. Houston, Texas: Gulf Publishing Co., 1973.
6. Knowles, Malcolm S. *The Modern Practice of Adult Education*. New York, N.Y.: Association Press, 1977.
7. Miller, H.L. *Teaching and Learning in Adult Education*. New York: Macmillan, 1964.
8. Morgan, Barton, Holmes, Glenn E., and Bond, Clarence E. *Methods in Adult Education*. Danville, Illinois: The Interstate Printers & Publishers, Inc., 1976.
9. Smith, R.M., Aker, G.F., and Kidd, J.R. (eds.). *Handbook of Adult Education*. New York: Macmillan, 1970.

Periodicals

10. Adult Education (A Journal of Research and Theory). Washington, D.C.: Adult Education Association.
11. American Behavioral Scientist. Beverly Hills, CA: SAGE Publication, Inc.
12. American Rehabilitaion. Washington, D.S.: U.S. Department of Health, Education, and Welfare.
13. American Vocational Journal. Washington, D.C.: American Vocational Association.
14. Current Wage Developments. Washington, D.C.: U.S. Dept. of Labor, Bureau of Labor Statistics.
15. Journal of Teacher Education. Washington, D.C.: American Association of Colleges for Teacher Education.
16. Journal of Vocational Behavior. New York, N.Y.: Academic Press, Inc.
17. Manpower and Vocational Education Weekly. Washington, D.C.: Capital Publications, Inc.

Booklets

18. **Bagford, L.W., Jones, A.S., and Wallen, Edward.** *Strategies in Education Explained*. Urbana, OH: Karlyn Publishing, 1977.
19. Canei, Robert A. *A Leader's Guide to Train Adult Instructors. Columbus, OH: The Distributive Education Materials Laboratory, 1976.*
20. *Meyers, Robert H. Evaluation of Learning* The Heart of Instuction, Series # 12). Columbus, OH: Ohio Agricultural Education, Curriculum Materials Service, The Ohio State University, 1977.
21. Ridenour, Harlan E. *Selection and Use of Instructional Resources* (The Heart of Instruction, Series # 4). Columbus, OH: Ohio Agricultural Education, Curriculum Materials Service, The Ohio State University, 1977.
22. Slater, Shirley and Blodgett, Naomi Humm. *Selection and Use of Teaching Strategies* (The Heart of Instruction, Series # 5). Columbus, OH: Ohio Agricultural Education, Curriculum Materials Service, The Ohio State University, 1977.
23. Swatt, Kenneth A. *Continuing Education for Business. Cincinnati, OH: South-Western Publishing Co., 1972 (Monograph 125).*
24. *The Center for Vocational Education (The Ohio State University). (Develop Program Goals and Objectives (PBTE Module A-6). Athens, GA: AAVIM, University of Georgia, 1978.*
25. *The Center for Vocational Education (The Ohio State University). Provide Instruction for Slower and More Capable Learners* (PBTE Module C-14). Athens, GA: AAVIM, University of Georgia, 1978.
26. The Center for Vocational Education (The Ohio State University). *individualized Instruction* (PBTE Module C-18). Athens, GA: AAVIM, University of Georgia, 1978.

27. The National Association for Public School Adult Education. *Adult Basic Education–A Guide for Teachers and Teacher Trainers*. Washington, D.C.: The National Association for Public School Adult Education (A Department of NEA), 1967.
28. U.S. Department of Health, Education, and Welfare. *Motivation and the Disadvantaged Trainee*. Washington, D.C., 1970.

Associations

29. National Association for Public Continuing and Adult Education, NEA Building, Washington, D.C. 20001.
30. Adult Education Association of United States, 1225 19th Street, N.W., Washington, D.C. 20036.
31. Dow Chemical Company. *What You Are Is Where You Were When*, (Parts 1 and 2). Farmington Hills, MI: Magnetic Video Corp., 16mm.

Topic Analysis for Vocational Teacher Education

WORK EXPERIENCE AS A COMPONENT TO A BUSINESS & OFFICE EDUCATION CURRICULUM

Prepared by
Anthony A. Olinzock
Otto Santos, Jr.
Teacher Educators
Business and Office Education
The Ohio State University

Ohio Department of Education
Division of Vocational Education
Columbus, Ohio 43215

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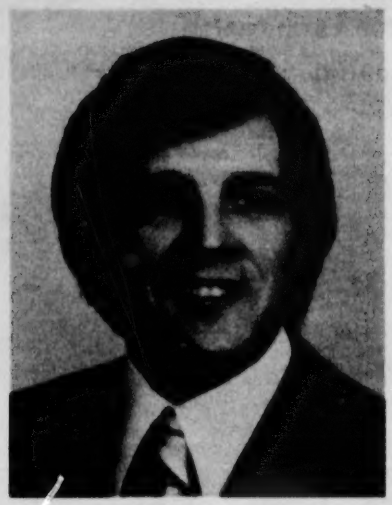
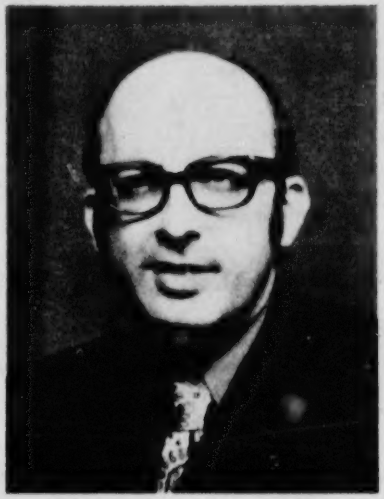


DR. ANTHONY OLINZOCK is Assistant Professor of Vocational Business Education at The Ohio State University. Prior experience includes: Supervisor of the Student Teaching Program and Instructor of Business Education at the University of Pittsburgh. He is also a former high school business education instructor and adult education teacher. He received his Ed.D. degree in Vocational Business Education from the University of Pittsburgh, his M.Ed. in Business Education and Administration from Duquesne University and the B.S. degree from Bloomsburg State College. He is a member of the National Business Education Association, Ohio Business Education Association, Ohio Vocational Association, American Vocational Association, American Educational Research Association, Delta Pi Epsilon and Phi Delta Kappa.



DR. OTTO SANTOS, JR. is Associate Professor of Vocational and Technical Education at The Ohio State University. He was formerly Associate Professor, Business Administration at Cuyahoga Community College, and is former high school business education teacher. He received his Ph.D. in Business Education from The Ohio State University, his M.Ed. degree in Business Education from Kent State University and a B.S. degree in Business Administration from John Carroll University. He is a member of the American Association of University Professors, American Vocational Association, National Business Education Association, National Association for Teachers Educators for Business and Office Education, Policies Commission for Business and Office Education, Ohio Vocational Association, Ohio Business Teachers Association and Delta Pi Epsilon and Phi Delta Kappa.

WORK EXPERIENCE AS A COMPONENT TO A BUSINESS & OFFICE EDUCATION CURRICULUM

INTRODUCTION & RATIONALE

Educators and business persons seem to support the tenent that work experience is an effective part of business and office education teacher preparation and that it exposes one to experiences not easily duplicated in the classroom setting. The National Association for Business Teacher Education in their "Guidelines for Business Teacher Education" stated, "Since recent trends and studies show that work experience is a desirable component of business teacher preparation, business firms can provide opportunities for such experiences."

The Policies Commission for Business and Economic Education is developing a "This We Believe" Statement concerning the role of work experience in the preparation/education of business teachers. While it is premature, at this point, to incorporate that statement in this document, some general observations can be made relative to the spirit of the Commission's policy statement. They are:

1. Work experience is generally recognized as one means of reinforcing the academic preparation of business teachers.
2. Work experience contributes to the preparation of business teachers.
3. The most meaningful work experiences come through well-planned and supervised work experience related to undergraduate and/or graduate business teacher education programs.
4. Teacher education programs should include work experience for credit at both undergraduate and graduate levels.
5. Work experience should be planned and supervised jointly by the business and teacher education institutions.
6. Work experience should be a requirement for certification of all business teachers.

While research (Brooks, 1971; Ellis, 1968; D'Onofrio, 1976; and Groneman, 1977) does not support the fact that work experience makes one a more effective teacher, the degree to which the many other variables contribute to effective teaching have been, to a great degree, ignored in studies of the effect of work experience on teaching effectiveness. Such variables as the length of work experience, the quality of work experience, the amount of exposure to teaching methodology, and the technical background of the teachers are only a few of the many variables which effect teaching effectiveness.

At this point a general conclusion seems to be that formal education prepares one to work in an education setting; work experience helps one develop the kinds of experiences that complement a teacher's technical training and make for a more effective teacher.

Teacher education is being challenged on two fronts. The first is the continuous improvement of teacher education and the second is the "creation, development, and appraisal of innovations and changes." both challenges will required continuous study and evaluation if the professional is to prepare effective and efficient business teachers.

Langford, Sink, Weeks, and Kline offered the following two items to be used in the development of future programs or in the refinement of existing programs in business teacher education: (1) programs based on a consortium of industries and education institutions; and (2) occupational experience.

President Ford in his speech at The Ohio State University strongly urged that immediate steps be taken to synchronize the world of work more closely with schools and colleges. Commissioner Bell stated that adequate preparation for the world of work implies a cooperative approach, the involvement of many disciplines.

L. O. Andrews in writing on the question of occupational renewal stated:

> "Formally lengthly on-the-job experience was thought adequate to produce high occupational competence of some performance. But the growth complexity of technical fields and the rapidity of change are bringing a variety of new problems. In addition, in many collegiate programs prospective teachers often have limited vocational acquaintance or competence. Some type of supervised field experience in the world of work is an increasingly common part of preservice teacher education in various vocational service areas and appears equally necessary to maintain competency by inservice teachers."

Prosser's theorems also relate to the concept of a work experience component for business and office education. Note the following theorems:

1. Vocational Education will be effective in proportion as the environment in which the learner is trained in is a replica of the environment in which he must subsequently work.
2. Effective vocational training can only be given where the training jobs are carried on in the same way with the same operations, the same tools, and the same machines as in the occupation itself.
3. Vocational Education will be effective in proportion as it trains the individual directly and specifically in the thinking habits and the manipulative habits required in the occupation itself.
4. Vocational Education will be effective in proportion as the instructor has had successful experience in the application of skills and knowledges to the operations and processes he undertakes to teach.

Perhaps the one single statement that leads us to a beginning investigation on how to incorporate work experience into business education is a quote by Gillie:

> "The accumulation of a predetermined number of years of work experience or attainment of a certain degree does not insure compe-

tency in the teaching of an occupational subject or in the administration of an occupational program or college. Yet these elements (academic background and work experience) have become the heart of certification, probably because of the ease with which they can be identified and catalogued."

ISSUES

Work experience as a component to a business and office curriculum cannot be viewed in isolation. Several questions need to be identified. They are:

1 Should there be a maximum/minimum work experience requirement: one-half year, one year, two years?

2. How often should work experience be required after completion of the undergraduate program: every five years.

3. Does work experience make one a more effective teacher?

4. Sould work experience education on the collegiate level be structured on a competency-based approach? A time approach?

5. What will be the role of the teacher education institutions? Who will supervise? What courses will be needed? Who will teach the courses? Who will be required to take these courses? Who will support additonal staff? Who will develop necessary materials?

6. Should work experience education be offered on a consecutive basis or should one be able to split the work experience requirement?

7. What kind of work experience will be required? Will it be based on certification? Subjects taught?

8. How will remuneration be handled? During the school year? University fees? Substitutes?

9. How will work experience be evaluated? Contractual? Performance based? Written examinations?

10. Should work experience requirements be based on levels of employment: entry level? mid-management? management?

11. What are the alternatives to work experience? Demonstration of competencies? Letters of certification?

12. Should university credit be given? Workshops offered, no credit?

13. If we utilize work stations, who will secrure them? Salary? Supervision? Judgment as to length—quality?

14. Who will replace teachers in the classroom?

15. Competencies? Will all domains be treated?

16. What do we do about the few established policies, programs, or procedures that are currently available?

17. Will the work experience requirement include management techniques, instructional related skills, guidance, and evaluation?

18. Will the work experience be tailored to each individual? If so, how?

19. What curriculum materials are needed?

20. Is there an apparent lack of interest in the business community to share the responsibility for educating prospective teachers?

21. Who will certify? State Department? The University? The Employer?

While there are no easy answers to these issues, business educators should begin a dialogue towards developing implementative models for work experience. The guidelines for Business Teacher Education offer a starting point for us. The following selected statements highlight the thrust we need to take.

Fields of Specialization: Content to be Taught

Through course work and supervised relevant work experience, the instructional program for prospective business . . . teachers include provisions for developing high level competency in business occupations for which they will be preparing their students.

Prospective business teachers . . . must attain a level of proficiency in the occupations they will teach enabling them not only to perform satisfactorily but also to make progress in the occupations in which they must teach . . . Business is an area of human endeavor that is in eternal flux; its operations continue to grow in complexity. What is good practice in this decade may be obsolete in the next. Responsibility rests heavily upon the business teacher education staff to provide a program of studies for prospective business teachers that will instill an attitude of responsiveness to change and an ability to assess significance of changes.

Professional Studies Component

The professional studies component includes preparation for an active participation in laboratory and clinical experiences through which the prospective business teacher observes learning situations, teaching situations, seminars, case studies, and field studies prior to his practicum (student teaching) assignment.

To help prospective business teachers understand the conditions under which psychological concepts apply, the concepts must be tied closely to relevant learning processes, with continuous transition to practice. Practice may focus on a specific aspect of the learning process in a laboratory situation or may include the total learning act in a clinical situation that can be diagnosed and reveiwed . . . The Community in which the institution is located offers opportunity for the business education program to utilize a variety of resources that can be reflected in the business teacher education curriculum. diverse personnel are available to assist in planning the program, and through such cooperative endeavors the business teacher education program can be strengthened. Business institutions, especially, provide an environment in which business skills and knowledges can be augmented. Since recent trends and studies show that work experience is a desirable component of business teacher preparation, business firms can

provide opportunities for such experience. The faculty should plan for comprehensive use of community resources.

Graduate Program

Advanced programs in business education include appropriate opportunities for direct and/or simulated experiences which relate specifically to the professional goals of each candidate. These experiences may be provided through such means as teaching-learning laboratories, clinical laboratories, practicums, assistantships, teaching associateships, internships, related work experiences, and other planned activities.

Advanced programs in business education of recognized quality are intellectually challenging and are concerned primarily with professional performance. Such programs should include the opportunity for direct and simulated experiences. By means of these experiences, the student tests the theoretical framework which he is constructing as a basis for professional performance.

Quality of Graduate Study: Breadth and Depth of Study

A major portion of the graduate program for each individual candidate involves studies more advanced in depth and breadth than those pursued at the undergraduate level.

Advanced programs in business education are designed to prepare personnel for greater — and often more specialized — responsibilities within the profession than for which undergraduate studies prepare. Thus, the breadth and depth of performance required of students in graduate courses and programs is far beyond the level required of students who are preparing for beginning professional responsibilities in undergraduate courses and programs.

Qualifications of Faculty for Graduate Programs in Business Teacher Education

The total load of Graduate faculty members for business teacher education includes all instruction-connection duties; studying; planning; counseling and supervising graduate students; designing and conducting research; writing; participating in projects undertaken by the institution and by professional organizations; giving professional service to education; and/or continuing their scholarly development.

A CERTIFICATION FOR WORK EXPERIENCE BASED ON DEMONSTRATED COMPETENCIES

The writers propose a certification for work experience based on demonstrated competence. However, the writers need to emphasize that one of the most serious pitfalls to this approach is the premature mandating of competency-based certification before acceptable processes for establish-

ing levels of competency have been developed. The three models we propose are based on our beliefs concerning business and office education, sociometric conditions and needs, analyses of the past, present, and future of business and office education, and the current state of the art relative to curriculum systems.

Competency-based work experience is based on one fact: objectives should direct instruction. Crews and Dickerson outline three ways that such competency-based programs may be structured:

1. To assign certain courses to the program of study; then test the students at the end of the program to determine if they can demonstrate competency attainment.
2. To assign competencies based upon skills and knowledges needed by the teacher to courses within the program of study.
3. To determine the competencies needed by teachers in today's classroom and then build a program of study that will aid the student in the attainment of these competencies.

At this point it is appropriate to discuss the role of the individual faculty member relative to the use of competency-based objectives. This role will change if the faculty member is to become a member of the team that is needed to insure that competencies are systematically attained over a period of time. To sequence the competencies for the student requires considerable time and paperwork. Such programs entail a great deal of time in development, operation, and refinement. If modules are used, it is very important that adequate support services — computers, etc. — be available to help students meet the required module objectives and to help faculty tract the systematic development of competencies.

The three models presented in this paper utilize the research effort of Groneman. That study centered around two purposes: (1) to determine the purposes of occupational experience for vocational teacher; (2) to validate teaching competencies developed through occupational experience for vocational teachers. The following are the ten purposes of occupational experience:

1. To provide a general knowledge and understanding of the nature and requirements of specific occupations.
2. To integrate theory learned in school with actual practice on a job.
3. To experience the actual stress, pressure, frustrations, and sense of achievement that are part of every job.
4. To learn about new technologies in business and industry.
5. To develop, improve, apply and/or integrate technical competencies of an occupation.
6. To obtain information about current business standards.
7. To obtain an overall picture of the organization of a business.
8. To formulate realistic conepts of career opportunities.
9. To develop interpersonal skills involving relations with fellow workers, supervisors, and clients.

10. To develop confidence in one's abilities and skills.

The teaching competencies developed through occupational experience were as follows:

1. Keep up to date in your occupational speciality
2. Establish criteria for student performance in a vocational education program
3. Coordinate and supervise on-the-job instruction
4. Assist students in applying for employment or further education
5. Evaluate students on the job
6. Identify and secure prospective training stations
7. Develop vocational education program goals and objectives
8. Conduct an occupational analysis
9. Develop the training ability of on-the-job instructors
10. Develop a course of study
11. Evaluate your vocational program
12. Establish criteria and guidelines for initiating a cooperative vocational education program
13. Plan and conduct related instruction
14. Keep up to date in your profession
15. Develop training agreements and training plans for placing students on the job
16. Plan and conduct classroom and related activities on educational and career opportunities
17. Develop long-range plans for a vocational program
18. Select and obtain a job in keeping with your professional qualifications
19. Organize or reorganize an occupational advisory committee
20. Organize and maintain the vocational laboratory
21. Direct study laboratory experiences
22. Give presentations to school and community groups to promote a vocational education program
23. Write student performance objectives
24. Plan a unit of instruction
25. Maintain an occupational advisory committee
26. Direct the project method
27. Develop a plan for school community relations
28. Conduct individual and group field trips
29. Prepare teacher-made instructional materials
30. Plan and provide laboratory experiences for prospective teachers
31. Arrange for expanding facilities and for purchasing supplies for the vocational program
32. Provide service to and maintain liaison with members of the community

Given a list of the ten major factors in the role of the vocational teacher — taken from the PBTE materials developed at Ohio State by the National

Center for Research in Vocational Education, three competencies were related to the factor of Instructional Management and this factor was not rated as a major related factor in the study.

Organize and maintain the vocational laboratory

Arrange for expanding facilities

Provide service to and maintain liaison with members of the community

The following is a composite of the accepted purposes of occupational experience, the majors related factors in the role of the vocational educator and the competencies (32) related to each factor.

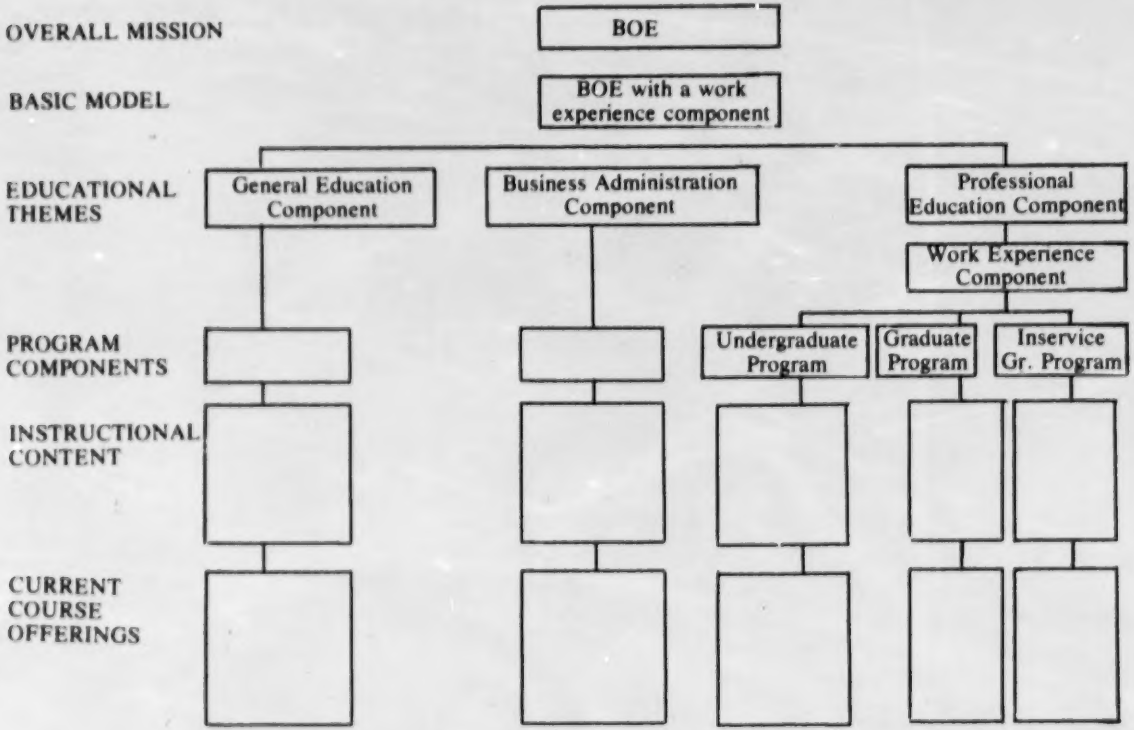
Accepted Purpose of Occupational Experience	Major Factors in the Role of Vocational Educator	Teaching Competencies Developed Through Occupational Experience
To provide a general knowledge and understanding of the nature and requirements of specific occupations	Guidance	Plan and conduct classroom and related activities on educational and career opportunities
To integrate theory learned in school with actual practice on a job	Coordination	Coordinate and supervise on-the-job instruction
		Evaluate students on the job
		Identify and secure prospective training stations
		Develop the training ability of on-the-job instructors
		Establish criteria and guidelines for initiating a cooperative vocational education program
		Plan and conduct related instruction
		Develop training agreements and training plans for placing students on the job
To experience the actual stress, pressures, frustrations, and sense of achievement that are part of every job	Coordination	

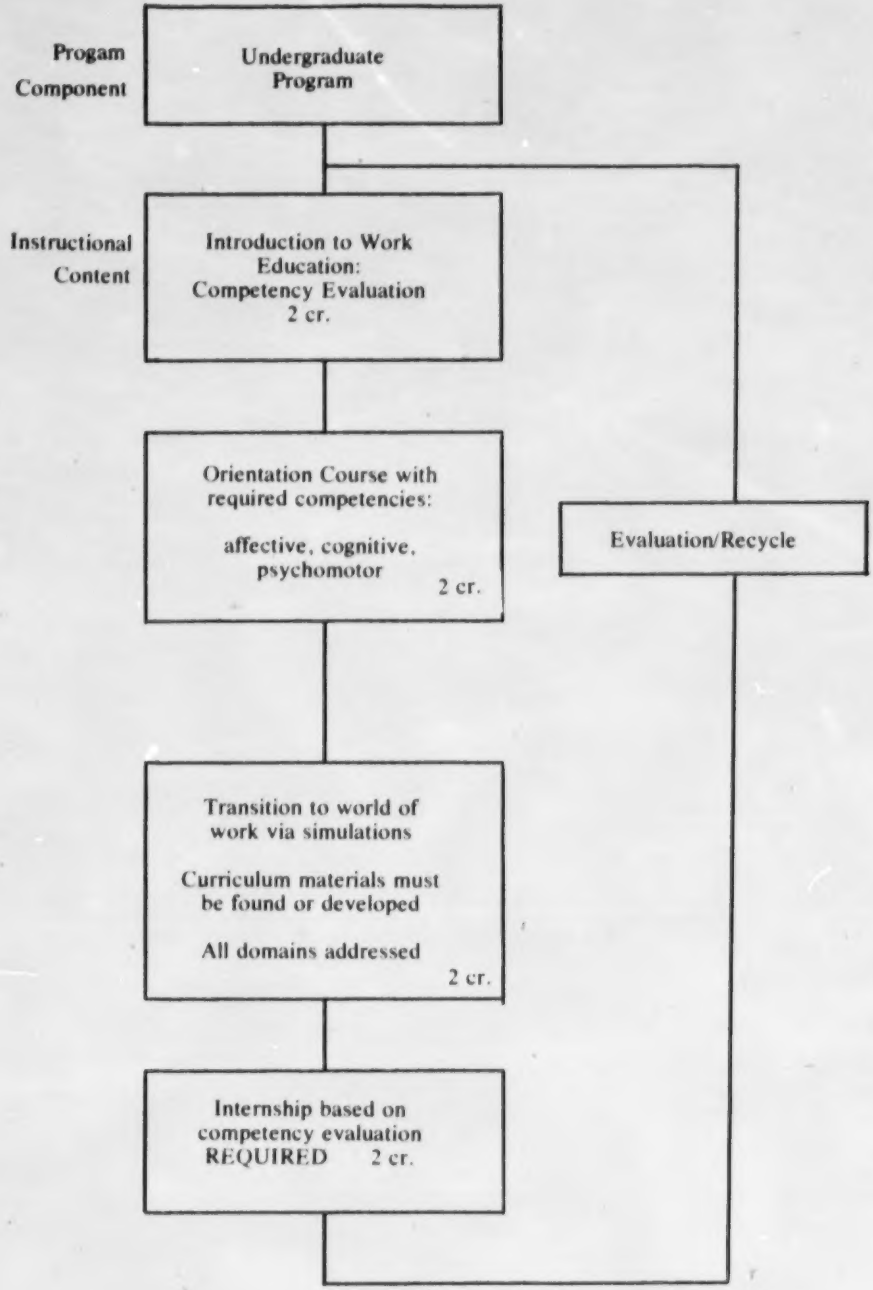
Accepted Purpose of Occupational Experience	Major Factors in the Role of Vocational Educator	Teaching Competencies Developed Through Occupational Experience
To learn about new technologies in business and industry	Program Planning, Development and Evaluation	Develop vocational education program goals and objectives
		Conduct an occupational analysis
		Develop a course of study
		Evaluate your vocational program
		Develop long-range plans for a vocational program
		Organize or reorganize an occupational advisory committee
		Maintain an occupational advisory committee
	Instructional Planning	Write student performance objectives
		Plan a unit of instruction
		Prepare teacher-made instructional materials

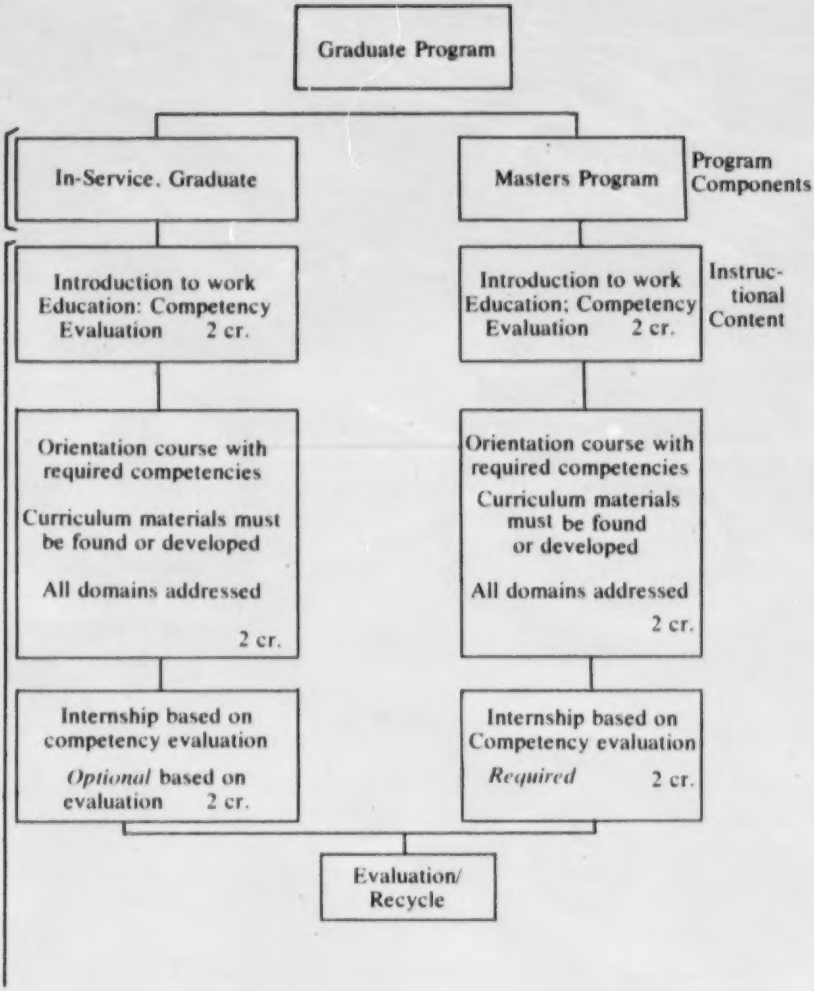
Accepted Purpose of Occupational Experience	Major Factors in the Role of Vocational Educator	Teaching Competencies Developed Through Occupational Experience
	Instructional Execution	Direct the project method
		Conduct individual and group field trips
		Direct student laboratory experiences
To develop, improve, apply and/or integrate technical competencies of an occupation	Coordination	
To obtain information about current business standards	Instructional Evaluation	Establish criteria for student performance in a vocational education program
To obtain an overall picture of the organization	Instructional Planning	
	Instructional Execution	
To formulate realistic concepts of career opportunities	Guidance	

Accepted Purpose of Occupational Experience	Major Factors in the Role of Vocational Educator	Teaching Competencies Developed Through Occupational Experience
To develop interpersonal skills involving relations with fellow workers, supervisors, and clients	School-Community Relations	Develop a plan for school-community relations
		Give presentations to school and community groups to promote a vocational education program
To develop confidence in one's abilities and skills	Professional Role and Development	Keep up to date in your profession
		Keep up to date in you occupational specialty
		Select and obtain a job in keeping with your professional qualfications
		Plan and provide laboratory experiences for prospective teachers

BUSINESS & OFFICE EDUCATION COMPETENCY BASED WORK EXPERIENCE MODEL




Progam Component
Undergraduate Program
Instructional Content
Introduction to Work Education: Competency Evaluation 2 cr.
Orientation Course with required competencies:
affective, cognitive, psychomotor
2 cr.
Evaluation/Recycle
Transition to world of work via simulations
Curriculum materials must be found or developed
All domains addressed
2 cr.
Internship based on competency evaluation REQUIRED 2 cr.


Graduate Program
In-Service. Graduate
Masters Program
Program Components
Introduction to work Education: Competency Evaluation 2 cr.
Introduction to work Education; Competency Evaluation 2 cr.
Instruc-tional Content
Orientation course with required competencies
Curriculum materials must be found or developed
All domains addressed
2 cr.
Orientation course with required competencies
Curriculum materials must be found or developed
All domains addressed
2 cr.
Internship based on competency evaluation
Optional based on evaluation 2 cr.
Internship based on Competency evaluation
Required 2 cr.
Evaluation/ Recycle

In the development of these three programs, we will need to study and discuss the follwing program options:

1. Inservice (nondegree) internship
2. Part of MA Degree Program, internship
3. University accepted responsibility with funded Teaching Assistants and workshops for curriculum development
4. Required competencies identified in an introductory university course with teachers being evaluated to determine which competencies they fail to meet. The internship should be based on the results of the evaluation
5. Compensation (University Fees) — salary, state funding, tax deductions
6. The length of the internship should be based on successful completion of competencies

There must be a cooperative effort to prepare a preliminary program with a cost analyses. The initial design will have to be pilot tested; the design will have to be evaluated; and a final program will have to be initiated. The design should include management training, evaluation components, guidance and counseling, and the instructional program.

THREE APPROACHES TO DETAILING A WORK EXPERIENCE COMPONENT

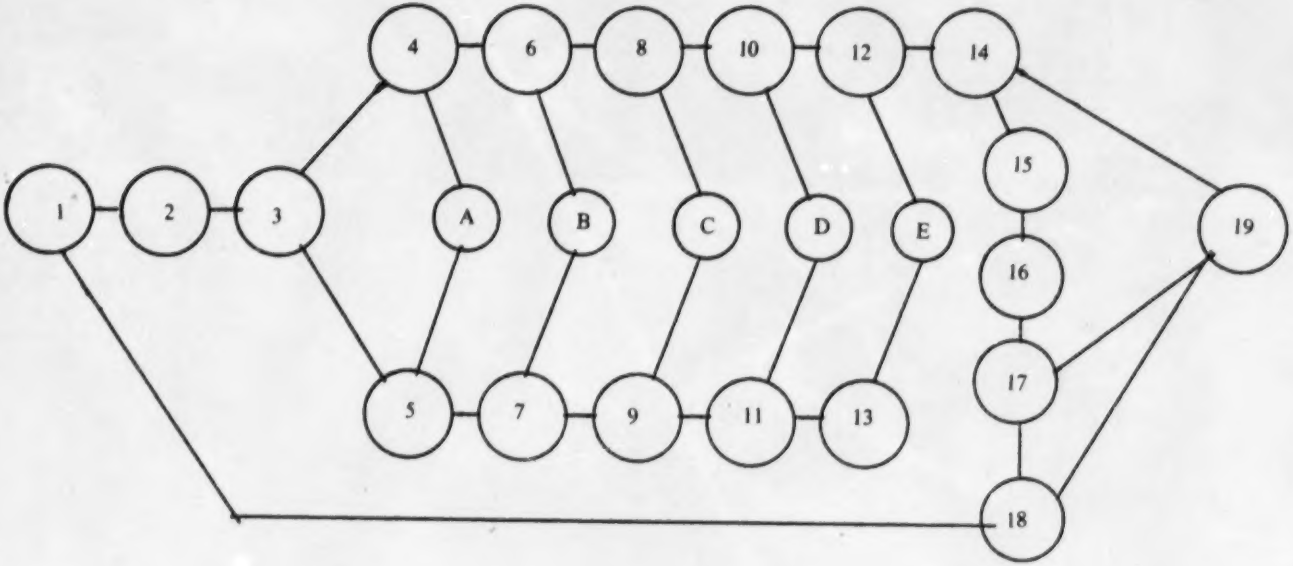
Since our purpose is to design and develop a comprehensive, verified model for a work experience component in the BOE curriculum, we can analyze three different approaches.

The first approach involves listing basic competencies using a review of the literature. This can be shown as a simple chart. This approach is relatively simple but does not help us to clarify how long it takes to accomplish teaching competencies developed through occupational experience when they occur in the curriculum.

The second approach adds the dimension of time. Time can be represented in several ways. One is to simply list how long a competency is estimated to last or competencies can be grouped by areas of assigned responsibility and then the time dimension is shown using a calendar-like grid. Such a grid gives us a comprehensive picture of who is doing what and when. However, it does not provide information on how competencies interrelate.

The third approach needs a network as shown on the following page. According to Brown this approach permits interrelationships among competencies to be understood through a network. Such a network chart provides a sense of how the parts of a work experience component depend on one another. It also graphically illustrats the sequence in which elements must be accomplished. The writers recommend the development of such a PERT network; an illustration of the model framework follows. As an example of its use, the letters could stand for BOE taxonomy areas and the numbers could stand for competencies. 47

SEQUENCE (PERT COMPENDIUM) OF WORK EXPERIENCE COMPETENCIES IN A BOE CURRICULUM



STANDARD CHARACTERISTICS OF A WORK EXPERIENCE MODULE

A work experience module must be based on a firm philosophical and educational foundation. Such a module must conform to the following standard characteristics of vocational education.

1. A viable delivery system.
2. A dependence upon constituency support from students, businesses, teacher training institutions, and the State Department of Education.
3. A carefully developed and documented plan that is based upon a set of specific goals and measurable program objectives and which will facilitate and support subsequent planning and programming efforts.
4. The existence of a comprehensive pattern for program development and expansion, supported by legislative and fiscal commitments at the state and local levels, and taking into account occupational needs, student base, and educational resources available or required.
5. A set of program standards addressed to the four factors of curriculum, facilities and equipment, instructional staff, and students.
6. A well-defined and operative program of professional personnel development to insure quality state and local leadership and occupationally competent instructional personnel.
7. A mechanism to provide for periodic formative and summative program evaluation..

For a complete description of these characteristics, an examination of the ISD Model publication developed by the Vocational Department of Education is suggested.

PROGRAMMING FOR A WORK EXPERIENCE COMPONENT

Our competency-based work experience component utilizes a core curriculum. An aspect of this approach is to integrate both course work and field application into a unified comprehensive program. To accomplish this goal, we suggest using basic programming principles as suggested by Stowitschek for each phase of the work experience component's development.

Our comprehensive program incorporates five steps:

1. A statement of specific outcomes from a core list of competencies found to be effective through ongoing emperial research.
2. An entry assessment utilizing pretests.
3. Use of simulations and actual field work experiences.
4. Progress monitoring by trained supervisors.
5. Remedial recycling through the use of modules designed to review major skill areas.

Let us examine each of these five steps in greater detail.

Specific Outcomes

Each business teacher who enters our program is told the outcomes through the use of a competency checklist. This checklist contains cognitive, affective, and psychomotor domains.

Entry Assessment

In order to accurately and completely measure a business teacher's strengths and weaknesses prior to entry into the work experience component, we suggest two assessment activities: a pretest and the use of simulscenes — videotaped sequences of the business teacher's performance in selected work situations. These simulscenes can be designed around a cluster of competencies.

Simulations/Work Situations

This part of the program utilizes a systematic approach to work experience activities. Simulated instructional activities correspond to each of the competencies listed in the competency checklist. In every instance, simulation precedes the actual field experience. However, work situations are the most important aspect of this program. It provides the business teacher with the opportunity to use specific skills. Business sites and supervisors who will react favorably to this segment of our training program must be carefully selected.

Progress Monitoring

Using specially trained college supervisors, the business teacher's progress via performance is carefully monitored. The effective application of each competency is monitored by: direct observations, self-analysis reports, and practicum activity logs.

Recycling

If the business teacher is not showing the required knowledge of the specific competency or the application of the competency in a field situation, the use of independent study modules can be utilized.

The success of the above comprehensive program rests on three premises:

1. The objectives are the ones really needed.
2. The activities should correspond directly to the activities that teacher are expected to perform in current and future jobs.
3. The program evaluation should be based on the business teacher's ability to apply the competencies well enough so that the desired outcomes are evidenced.

The following stages highlight the sequence of events needed to make the transition from an identified teaching competency to a developed work experience program.

1. Selection of competencies
2. Task Analysis
3. Development of Objectives
4. Development of Tests
5. Prototype preparation of Instructional Activities and Materials
6. Appraisal by experts
7. Verification and revision by business teachers
8. Field Testing

At this point let us examine in greater detail the activities needed to prepare a prototype (#5).

USING A SYSTEMS APPROACH TO DEVELOP WORK EXPERIENCE COMPONENT MODULES

We suggest using the systems approach to develop our work experience instructional activities and materials. Each of the steps shown below are questions. The answers to these questions are the tangible elements of the process. They create the learning materials. Peckich suggests the following steps:

1. What Class are the objectives of the specific module?
   Cognitive
   Affective
   Psychomotor
2. Who is the learner?
   Educational levels
   Age and cultural background
   Learning disabilities
   Learning abilities
   Prerequisites
   Pre-test data
3. What is the specific content?
   Content outlines
4. How should the content be organized?
   What learning theory
   Large or small group instruction
   Individualized instruction
5. What media should be used?
   Audio, Visual, Combination
   Cost, Availability
   Need for specialized support materials and hardware
   Large and small group presentation
   Individualized/Independent study
6. Does the material work?
   Criterion performance data specified
   Tryout data obtained
   Pre-and post-test data comparisons

EVALUATION OF A WORK EXPERIENCE COMPONENT

Concerning the evaluation of a work experience component, we need to answer three questions relative to the effectiveness of the component. These questions are:

1. Are we teaching the right things?
2. Are we teaching them well?
3. Could we teach them better or cheaper?

The following is a simple evaluation cycle showing one way in which we could evaluate a work experience component.

Start of Course

Instrument	Data
Background data sheet	Experience
Entry-level Test Battery	Technical Knowledge

After Each Instructional Module

Module Criterion Test	Effectiveness of Module
Model Critique	Acceptance of Module
Progress Span Indicator	Learning/Time sequence

Throughout Course

Instructor Monitoring Checklist	Instructor Activities

Prior to End of Course PerformanceTest

Student Assment Form	Instructor rating of student

According to Alden, the validation of program objectives should involve the most crucial measure of training effectiveness — job productivity. He suggests a formal validation system based on productivity. We need to identify key indicators of job performance that will serve as measures of productivity and establish a system for capturing and reporting these measures. The system must also identify the environmental influences outside the control of the program that impact upon the measures of productivity and take these factors into account in the analysis procedure used for validation.

In the opinion of the writers the evaluation of a work experience component is the most crucial element in the incorporation of a work experience component into a busines education curriculum. The fuzzyness of the element should not deter us from moving ahead to develop a work experience component.

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Delores Allenspach
Teacher Educator, Home Ec.
Miami University
Oxford, Ohio

Harry Davis
Assistant Director
Trade and Industrial Education
Division of Vocational Education
Ohio Department of Education
Columbus, Ohio

James Dougan Assistant Director
Agriculture Education
Division of Vocational Education
Ohio Department of Education
Columbus, Ohio

Kenneth Green
Teacher Educator, Distributive Education
Bowling Green State University
Bowling Green, Ohio

George Kosbab
Assistant Director
Administration, Curriculum and Staff Development
Division of Vocational Education
Ohio Department of Education
Columbus, Ohio

Aaron J. Miller
Department Chairman
Trade and Industrial Education
The Ohio State University
Columbus, Ohio

Charles W. Nichols
Department Chairman
Trade and Industrial Education
Kent State University
Kent, Ohio

Bernard Nye
Assistant Director
Distributive Education
Division of Vocational Education
Ohio Department of Education
Columbus, Ohio

Sonia Price
Assistant Director
Home Economics
Division of Vocational Education
Ohio Department of Education
Columbus, Ohio

Lorraine M. Rowe
Consultant
Teacher Certification
Ohio Department of Education
Columbus, Ohio

Cindy Sefton
Teacher Education
Business and Office Education
University of Cincinnati
Cincinnati, Ohio

Byrl R. Shoemaker
Executive Director
Vocational and Career Education and School Food Service
Ohio Department of Education
Columbus, Ohio

Daniel Vicarel
Assistant Director
Business and Office Education
Division of Vocational Education
Ohio Department of Education
Columbus, Ohio

Robert Warmbrod
Department Chairman
Agriculture Education
The Ohio State University
Columbus, Ohio

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